DOCUMENT RESUME

ED 299 582 CS 211 551

TITLE	Ottawa County Writing Process Model for PPO Assessments.
INSTITUTION	Ottawa County Office of Education, OH.
PUB DATE	88
NOTE	3p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Elementary Secondary Education; Writing (Composition); *Writing Evaluation; Writing Instruction; Writing Processes
IDENTIFIERS	*Writing Tests

ABSTRACT

This guide outlines the writing procedures for English Composition Pupil Performance Objective (PPO) assessments and tests. Procedures for both students and teachers are included for the prewriting, first draft writing, and revising/rewriting sessions. A brief guide to evaluation procedures and intervention strategies is also provided. (MM)

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THE WRITING PROCESS

Introduction

The following writing procedures are to be used for all English Composition PPO assessments and tests. Teachers are encouraged, however, to apply these procedures to other writing activities throughout the year.

All students should respond to prompts. Prompts can be story starters, topics, story endings, pictures, a poem, a set of directions, a child's storybook, sentence starters, oral discussion about a controversial topic followed with an opinion writing session, and many other things. The list is almost endless.

The prompt serves the same for written composition that the item stem or question does for objective test items--it establishes the guidelines or provides a response set for the writer.

Each student will participate in prewriting, writing, and revising/rewriting activities. Each student will generate a writing sample which is reflective of the prompt for his/her particular grade level/course PPO(s). One class period each may be allotted for the prewriting, writing, and rewriting/revising. It is important to understand that for some writers the writing stages occur simultaneously rather than consecutively. Therefore, less time may be needed depending on the skill and maturity of the student(s).

Procedures

I. Prewriting (First Session)

The student will:
A. Choose a subject when appropriate.
B. Make a list of possible topics.
C. Select a topic and narrow it.
D. Make a list of interesting details that could help to develop the topic.
E. Jot down ideas related to the topic.
F. Learn more about the topic if needed.
G. Clearly identify audience and purpose when appropriate.

The teacher will:
A. Provide the students with a writing prompt for the writing situation and grade level/course.
B. Assist the students in prewriting activities.

II. Writing the First Draft (Second Session)

The student will:
A. Have one class session to write without interruption to allow his/her thoughts to flow freely.

The teacher will:
A. Collect student papers.
B. Not evaluate or place marks on students' writing.

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Procedures (continued)

III. Revising/Rewriting (Third Session)

The student will:
A. Have one session to edit and rewrite.
B. Be encouraged to use a dictionary or thesaurus if needed.
C. Refine ideas, organization, and word choice.
D. Correct errors in capitalization, punctuation, spelling, grammar, and usage.
E. Follow required manuscript form (margins, headings, subheading, paging) when appropriate.
F. Write a neat, final copy.
G. Read his/her final copy.

The teacher will:
A. Redistribute the materials and give students general proofreading reminders at the beginning of the session.
B. Collect papers at the end of the session.

It is important to remember that not all students' writing needs to be taken through the revision state. However, it is important that students at all levels be taught that revision is an essential step in producing a piece of writing for an audience, and they should be given opportunities to take pieces of writing through the revision stage.

Evaluation

All writings should have been read and evaluated at this time as determined by the grade level/course PPO. The results serve as the basis for further instruction and/or intervention. Intervention must be provided to students not meeting PPO criteria. Student writings that have been evaluated should not be returned to the students for them to keep. It is fine to hand the writings back to the students during a class period; however, the classroom teacher should recollect the final evaluated writings and then dispose of them. Doing this will help preserve the integrity of the program.

Intervention Strategies

A. Reteaching Lesson
B. Individual Assistance
C. Peer Tutor
D. Adult Teacher Aide
E. Homogeneous Grouping
F. Computer Assisted Instruction
G. Small Group Instruction
H. Roving Tutor
I. Intervention Room
J. After School Study Hall
K. Homework/Home Study Aid
L. Self Instruction Packet
M. Adult Volunteer
N. Letter to Parents
O. Rewrite